

Course: Moe Art	Grade level: 7 th & 8 th	Unit: Skyscraper Design	Timeline: 9-ish classes
Lesson Goal(s): An illusion of three dimensional space can be created on a two dimensional surface			
RI Visual Arts & Design Grade Span Expectations 7-8: VAD1-1: 1a, 1b, 1c VAD1-2: 2b VAD3-1: 3c NETS: 2a., 3a. RIPTS: Standard 10 b., c., d.			
Objectives: Students will: <ul style="list-style-type: none"> • Learn how to do 2 point perspective successfully • Learn about architecture, skyscraper design and various architectural examples, organic architecture, and skyscrapers. • Create an original skyscraper design using 2 point perspective • Figure out a creative solution(s) to incorporate their design challenge into their final skyscraper design • Log into my wiki and navigate tools correctly. 			
Materials: <ul style="list-style-type: none"> • Pencils, colored pencils, markers, rulers and paper • Computer lab for research 			
Visuals: <ul style="list-style-type: none"> • Various examples of skyscraper design and organic architecture • Computer lab as a research tool • Using Teacher Wiki for handouts and Website navigation • Brainstorming Guide with Thumbnail Sketch • Rubric • Example – student 1st draft and my large example on the board every art class 			
Vocabulary:			
2 point perspective	vanishing point	horizon line	converging
architecture	organic architecture	skyscraper	space
rhythm	pattern	unity	thumbnail sketch
Wiki			

Instructional Procedures:

Opening:

2 point perspective- opening lesson

- Elicit prior knowledge through questioning.
 - * Who knows what the word perspective means?
 - * Anyone here do a previous lesson in the past?
 - * What is a horizon line? Etc....

Reassure the class that every drawer, regardless of ability can do this project.

I also explain to the class that once they master perspective, there is nothing that they cannot draw.

Skyscraper design

- Students will be presented with their design challenge: a client's bio-specific wants and needs based upon their clients interests.
- Students will go to the computer lab to gather research on their client's interests.
- **Students will log into my Wiki and use the links to enhance there learning and organization for this project.**
- Students will create a word document and save research to the document so they can print out their research.
- Students will complete the Brainstorming Guide and a thumbnail sketch BEFORE starting their final design.

Engagement:

2 point perspective- opening lesson

- Demonstration: follow along with me to make students confident of the technique of 2 point perspective
- As we are working ask students: What do we notice on buildings, skyscrapers.....(It shrinks when you draw closer to the vanishing point)
- Once students understand the basics, introduce more complex challenges: arches, turn style doors, columns, awnings, sidewalks etc..
- Take requests and assist students in understanding how to do 2 point perspective correctly- I set time aside to do this EVERY CLASS. I go around the room and assist students.

Skyscraper design

- Look at examples of organic architecture and skyscrapers. Talk about and discuss who the artist used rhythm and pattern.
- Students will pick a client out of a hat, once the whole class has a turn

picking, they can repack if they are not happy with their first choice.

- Research in the computer lab and fill out the
- Once research is complete, students will work on a thumbnail sketch BEFORE starting their final skyscraper design.
- Students will apply the knowledge they learned on 2 point perspective and incorporate their design challenge assigned to them by their client.
- I will assist students on their projects individually and redirect them throughout.
- Demonstrate blending techniques using colored pencil, touch upon color mixing/ theory.

Assessment:

2 point perspective- opening lesson

- Informal: walking around room assisting students
- Have them leaving drawings out at end of class to double check comprehension of 2 point perspective.

Skyscraper design

- Rubric and individual critiques/ monitoring as they work.

Reflection:

- 2 point perspective is a difficult process to understand and perform correctly, however, I have found introducing this process to students in the past, to 8th graders has been challenging and successful. In the past, 8th graders designed a cityscape. Even though they learned how to create 2point perspective which resulted in many performing well.... I always felt that the final product was not as polished as I hoped it to be. This time around, I had ALL my students; both 7th and 8th graders learn 2 point perspective THEN had then apply this knowledge in a final skyscraper design. This new approach has lead to many wonderful final products, and has given students (it seems) a more comfortable/ creative yet challenging lesson. Both grades have embraced the process and have done a phenomenal job- even catching their mistakes!

1. I chose this lesson to incorporate technology because I found this project to be one of the best examples of a high success project- with students able to master very advanced skills. I thought that the extended learning activities: Google Sketch and a video to reinforce their skills were a fantastic way to keep students engaged beyond and through the lesson.
2. I defined my new lesson with new goals in the above lesson.
3. I decided to use the wiki as a tool to better organize my information to my classes. I also wanted too introduce students to technological

possibilities that I cannot provide readily in my classroom. I also feel that having the extended learning activities linked to my Wiki will give students a jumping block to reinforce their skills they learned in my classroom.

4. I chose Google Sketch for several reasons- to give the students who have difficulty mastering 2 point perspective and to those who were able to use 2 point perspective well and opportunity to let there imaginations soar. This will allow students to be more comfortable expressing themselves visually and expand there creativity in coming up with new and improved ways to incorporate 2 point perspective beyond the classroom. I could also use this program in a future lesson. The link to my website will allow students to practice their drawing techniques at home.
5. Yes, I do feel that expanding my knowledge in technology will have a positive effect on my teaching. I will better equip myself and my students to be more successful in the global community. This will also allow us to reach out to other classrooms and collaborate and discuss art works and techniques.
6. I do feel that leaning new content will make me a better and more effective teacher. I do still feel nervous navigating through this technology. I hope with further practice, my confidence will build and open me up to try different things... so right now- baby steps 😊
7. The more close to video games we get will definitely grab students attention. Engaging them with learning AND technology will more than likely appeal to them- due to their love affair with technology/ texting.